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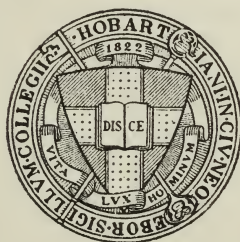
# HOBART COLLEGE BULLETINS

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## Address to the Alumni Opening of William Smith College Announcements



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## ADDRESS TO THE ALUMNI

*Gentlemen of the Alumni:*

The opening of the academic year saw also the opening of William Smith College, and a full account of the proceedings is contained in the present Bulletin. As a preface to this account I beg leave to present a short statement for your special consideration.

When due allowance is made for the hard times, which have affected to an exceptional degree young men of moderate means as well as those who are dependent upon their individual exertions to meet their College expenses, the size of the entering class gives good ground for encouragement. Forty-four new men have already registered together with twenty-two young women, making a total of sixty-six. Sixty-one former students returned to College out of the seventy-eight which remained after the graduating class left Geneva and we have therefore on our roll today one hundred five men and twenty-two women or one hundred twenty-seven in all. The number of the entering class of men is slightly above the average of the past five years and is the third largest among the six classes which have presented themselves during the present administration. The total increase for the past five years over the preceding five years is a little more than ten per cent. Now when it is remembered that up to the present time we have not only been unable to offer courses in Biology or Political Economy but have also been without a Gymnasium, any increase in the student body, competition with better equipped institu-

tions being what it is, is more than could have been rationally expected. We have at last, however, a full College Faculty with the possible exception of a chair of Geology. Such a state of things is one in which all loyal Hobart men should rejoice and we may now in all reason look for better and greater growth than ever before.

Nevertheless, although we have good ground for expecting bigger Freshman classes in the future than we have had in the past, we cannot afford to rely exclusively upon our improved equipment for results. Hobart College is not by any means as well known as many other institutions of similar size and quality and, therefore, a campaign of aggressive work upon the part of the Alumni all over the country is urgently needed. There never was a time in the history of their Alma Mater when such a campaign could be more conscientiously and enthusiastically undertaken than now. There are indeed some sons of Hobart who never fail to send us students every year and their activity and success are clear indications of what might be accomplished if the rest of the family would but follow their example.

On the other hand it is undoubtedly true that the task of obtaining students for the small College is a difficult one, while the further task of retaining the students after they have once registered is far from easy. In this connection it is best for me to frankly tell the Alumni that Hobart seems always to have lost an unusually large proportion of her students, or to put the same thing in another way she seems for a long time to have graduated but a relatively small number of those who come to her. Many causes have no doubt contributed to this disconcerting and undesirable result. There are, however, two causes in particular which because they are the most

potent ones should be squarely faced and understood.

The first of these causes is the admission of special students or of men who desire to do a year or so of college work but who never expect to take a degree. It is but right the Alumni should know that I have seriously considered the elimination of all special students whatsoever but that I have been deterred from taking this step because of a strong disinclination to withhold from many worthy fellows the modicum of college training they are able to afford. In these days of technical schools many young men, who because of limited means or of adolescent impatience feel they cannot afford a full college course, wish to have at least two years of collegiate training as a propaedeutic to their professional studies. In the interest of such men in particular and of the community in general it seems desirable that they should receive all the education they are willing to take. At the same time it ought to be said that we have striven to lessen the number of special students and to limit them to those who have some serious purpose in view. To this end we now demand of special students twenty-five counts for entrance instead of the twenty formerly required and also try to assure ourselves that their intention in coming to college is to work and not to play ball. It remains a fact, however, that the special student does not receive a degree and his presence in college is one undoubted reason why the proportion of men who graduate is as small as it is.

But the presence of the special student is not the only reason for the losses which the student body yearly sustains. Another principal cause of these losses is the slender pecuniary capital of a number of our students. These men are compelled to work hard during term time

as well as through the vacations to provide money for their board and clothing. In many cases they are compelled to give up and drop out. Geneva does not provide positions for self-help which larger cities such as Rochester and Syracuse afford, and therefore many of our men leave us for colleges with bigger scholarships and ampler facilities for earning money.

Now I have brought these facts to the attention of the Alumni in order that they may better understand the situation in Geneva and not expect of us the impossible. We have had great difficulties to contend against but we believe that in time we shall in large part overcome them. The present condition of affairs is one of emphatic improvement. I am happy to report that we have managed to hold an increased number of students during the past three years and that a larger proportion of the last Freshman class became Sophomores this September than in any previous year of my administration. These are but a few of the favorable signs that are visible today and I trust that the Alumni with more hope than formerly and with a better comprehension of our task will do what in them lies to send us students and the money wherewith we may educate them and provide for the needs of Alma Mater.

Faithfully yours,  
LANGDON C. STEWARDSON.

## THE OPENING OF WILLIAM SMITH COLLEGE

The Opening of William Smith College took place on Saturday afternoon, September 19th, in Coxe Hall. After prayer by the Chaplain, President Stewardson made the following introductory remarks:

"In the name of the Trustees of Hobart College, I herewith declare the William Smith College for Women open.

"The entering Freshman class numbers twenty-one, which, with the forty-three new men who have just entered Hobart College, makes a total enrollment of sixty-four new students. Others are still expected to register. This showing we are glad to state puts to rout the gloomy forebodings of some people that our new venture would fail of itself as well as diminish the number of undergraduate men.

"The President has received hundreds of congratulatory letters and telegrams from Alumni and Trustees of Hobart College and from sister institutions of learning. It will, of course, be impossible for him to read all these messages of good will but he has selected a few of them as demanding special recognition on this occasion. These are from President Thwing of Western Reserve University, Bishop Paret of Maryland and Miss Emily Blackwell, M.D.

"With a larger entering class than we expected and with the best wishes of our friends, the birth of this new department of Hobart College is an auspicious one and it should fill all Hobart men with hope and courage. In particular, are they aboundingly grateful to Mr. William Smith, who is on my right hand today, for his munificent



gift. This is indeed a time of magnificent benefactions, and yet this gift of Mr. Smith stands second to none in the fact that it constitutes by far the larger part of his fortune. In the name of Hobart College I extend to him the profound appreciation of the Trustees and Faculty, the Alumni and students, and pledge him their hearty co-operation in the carrying out of his central idea.

"What is this idea? It is briefly this, that the system of education should be so shaped as to develop men and women for nobler and ampler qualities of life and that its object should be to inspire its recipients with a desire to render the conditions of life more propitious for the evolution of man's entire capital—physical and intellectual, moral and spiritual. In speaking with Mr. Smith the other day, I reminded him that he had endowed three new professorships, Biology, Psychology and Economics and Sociology. "Ah," he said, "but have you appointed a professor of the spiritual life?" I said, "No, because the spiritual life is the monopoly of no one class or profession. The spiritual life expresses itself in many ways; in language and science, art and letters, religion and morals; therefore each true professor seeks to make his special branch of learning or research a minister of the spiritual life. Every good teacher seeks not only to instruct men in the knowledge and technicalities of his chosen subject of study but also to show them how this study may bring about a more completely rounded life. We are all then dedicated by our office and ministry to the glad task of inspiring human life and bettering its conditions, and we assure Mr. Smith that each man in his sphere and station will be alive to the claims of life and eager to give these claims their due acknowledgment and ample satisfaction."



## MAYOR ROSE'S ADDRESS

President Stewardson then introduced Mayor Rose in the following words:

"It is an ancient and beautiful fable that the fairies come to bless the new born life with their gifts. There are those here today who have brought with them those beneficent gifts of sympathy and good will without which no institutional or human life can prosper as it should. The pleasure of introducing them to you is the privilege of my position.

"The first is an honored citizen of Geneva and a beloved Alumnus of this College, one who is busy in season and out of season in the works of beneficent and high minded life. He is here today as the especial representative of the Alumni of the College. I have the gratification of presenting the Hon. Arthur P. Rose, Mayor of the City of Geneva, Hobart, '62."

Mayor Rose spoke as follows:

"Dr. Stewardson has asked me to say a few words in behalf of the alumni of the college, on this occasion of the opening of the Smith School for Women. Though I cannot claim the title of oldest living alumnus, yet I have been more or less connected with, or familiar with, the college and its alumni for more than half the period of its existence, and doubtless on that account Dr. Stewardson has considered me competent to speak for them.

"It has been a question in the minds of many what effect this new departure of a Women's College would have upon the minds of the alumni, in whose days such a departure was not thought of. And here I am reminded that not all of our alumni are of the sterner sex. The house that we are to open this evening is named after a

most distinguished alumna, Dr. Elizabeth Blackwell—still living, the first woman to graduate from a medical college in this country.

“It must be confessed that there is a strong prejudice against co-education in the mind of the average young person of the male sex. The small boy looks down upon his sisters as being not as strong as he, and not able to do the athletic ‘stunts’ and play the games in which he delights. It is a severe punishment to be sent to sit on the bench with the girls, in the school. And I think that this feeling is accentuated by the fact that the girls have a way of leading their classes and taking prizes which is quite disgusting to the average boy. I do not think the ‘co-eds’ are popular with the young men in any institution where they exist. We all know that the influence of woman is refining, and all that, but how can it be exerted if the young men refuse to recognize or associate with the young women?

“If it had been designed to make of Hobart a co-educational institution, I do not think that the alumni, old or young, would have taken kindly to the plan, or would have kept up all of their present interest in the college. But fortunately, such was not the design of the founders of the Smith School. It has been determined, most wisely as I think, that the Smith School for Women shall be co-ordinate to the College proper.

“It is my firm belief that this new departure will be welcomed by all the alumni of Hobart, old and young. At least, I have not yet heard a dissenting voice. Those who are to follow me will tell you just what is proposed to be done. I close by saying that the increased facilities and opportunities offered to the undergraduates, both young men and young women, will make us older

alumni regret that we cannot take our college course over again."

#### MRS. COMSTOCK'S ADDRESS

The next speaker was introduced in these words:

"In perfecting the plans for the William Smith College the President has had the assistance of many able and worthy counsellors. One of them has kindly consented to address you today. She has helped us by her sound, good sense and knowledge as well as by her large woman's heart. She is a valued instructor at a neighboring university and she is also a Trustee of this College, Mrs. Anna B. Comstock, of Hobart and Cornell."

Mrs. Comstock spoke as follows:

"In coming before you today, it has seemed to me a privilege to speak to you of the ideas and hopes which have led to the foundation of this new College. To present to you an outlook upon the methods of education to be followed here, —the studies to be here emphasized.

"The inaugural of the William Smith College is something more than the mere opening of a new college for women. It has come to mean something more to those of us who have been associated with the Founder during the past three or four years, and who have thus come to know his ideals. He has from the first had in mind a distinct type of education for women which this college should give; and to those who are interested in the history of education and who can, in a measure, predict its future, it has seemed that our honored Founder has reached out through the educational mists and found his way to the citadel of truest learning. It has been from the first his desire to fit women for living and to found a college that shall give to them, in greatest measure, the

fullness of life; that shall give them the power to control life instead of being driven by it—the power to bring into each day a consciousness of the richness and potency of life—the power to take the day and its duties as a refreshing draught instead of something to be swallowed as quickly as possible and out of the way; the power to overflow with exhilaration of life instead of the fatigue of it; the power to deal meaningly with life instead of to putter with it.

“It behooves those of us to whom this enterprise has been entrusted to think well before we allow the trammels of established educational methods to fall upon us with paralyzing force; it behooves us to look thoughtfully on the higher education of the past and the present, that we may choose only that which shall carry out the ideals of our Founder.

“In the past every age has developed its own definition and methods of education to fit the special needs of those whom it sought to educate. But whatever the age or the time or wherever the place it is true that colleges have been built and college courses planned for some special class or classes of pupils; and those not belonging to special classes yet who desired an education had to take what was prepared for others. They were not permitted to gather the crumbs from the educational table according to their taste, but were obliged to gorge the whole menu and digest it as best they might. This has been true of men in the past and still more true of women; and because of the effort of the many to use one kind of learning for all kinds of work, we finally came to define education as simply the power to use the mind. We subordinated the idea of gaining mental riches and put all stress upon mental liveliness and agility; we gave the pupils

mental power to attain without giving them any very clear ideas or worthy ideals of what there was to attain.

"To be sure there were always the riches of the classics and other literatures and philosophy, and to some, therefore, the college course flung open the gates to wider culture and interest; but I ask of any of you who have taught these subjects to answer this question: "What proportion of your pupils went far enough in these subjects so that you felt sure that they would prove in the future a comforting resource, a well of refreshment to spirit and mind?"

"Within the memory of most of us there came the reaction against the old learning, and the college curriculum was widened and changed to fit the needs of the many. Technical colleges were established; the sciences found great buildings and laboratories in which to grow; domestic science and manual training were made part of college work and introduced into the secondary schools. There can be no doubt that the tendency of the college and university in America today is to fit pupils to do whatever work the world gives them to do. A great step forward surely, but it seems to me that although we fit pupils to do what they may have to do we have signally failed to fit them to be all that they might be. While doing and being are close partners yet they are two very different elements of the personality, and the question before educators today is how to make our institutions of learning equal to fitting the spirit and mind as well as the physical body; to form ideals and character as well as to train the mind; to send forth pupils with all that is good in them well developed, to enable them to give to the world the full measure of their capacity, and to receive from the world the full measure of what it has to give to

those who are fit to receive. In other words, making them capable of receiving life in its fullest measure. This problem lies before the Trustees of the William Smith College almost as a condition of our foundation. How are we to solve it?

"It is not to be done by widening our curriculum to a great extent and permitting or requiring our pupils to cover a wider range of subjects. This is, in fact, the weakest place in our present educational system both in secondary schools and universities, and it is a peril which we have not yet learned to cope with. By trying to learn too many things nothing is learned well. It has led to a development in our pupils of what one eloquent college youth terms a 'thoroughly lubricated hundred horse power forgettery.' They have learned to remember up to the day of examination rather than to have learned the subject. A memory so expedient as this can scarcely be termed a memory, but is instead, a specially developed sense.

"This calls to mind an incident: Just before the holidays one year I was going to New York and noticed in the car a number of young men whom I could not place. They did not seem like college boys nor like ordinary boys. Four of them sat in facing seats ahead of mine and began a spirited argument; but the topic argued was unknown to me and so were the authorities quoted. One seemed to have made a statement that was quite heretical and the other three were seeking to convince him of his error. I was quite bewildered, but I finally concluded that they must be theologians and later discovered that they were from a Catholic seminary in Rochester and then my bewilderment was quite explicable because I had been trained at theologyless Cornell



where Dr. Schmidt says 'we do not know a heresy when we see it.' Meanwhile the law was being laid down to the heretic in front of me; one said to him, 'Where is your theology to back you?' and another said 'You can find no authority for this in philosophy,' and another sharply demanded, 'Where is your logic?' But he remained stubborn and the argument waxed until we neared Scranton when the four arose and prepared to leave the car, and the heretic said in a conciliatory manner, 'Well, we are getting near home and now for two weeks we can forget our philosophy and our theology and our logic,' at which his seat companion said, sliding his arm affectionately around his shoulder, 'Ah, Jamie, you will have a hard time forgetting the things you never knew!'

"It is true that today many of the subjects which our pupils take they never know, and the result is lamentable. Not that it would be for the memory to be burdened with everything one has to learn, but today this taking of subjects to forget them, smacks too much of the process by which the ancient Romans enabled themselves to gorge at their banquets.

"I am not so sure that the methods of Mohammedan Universities are so dangerous. I had the pleasure last winter to visit a Mohammedan University in the Gamia el Azhar in Cairo and had an opportunity for seeing this other extreme of educational method where everything learned must be remembered. There in that great courtyard and its surrounding arcade were a fair share of the four thousand students in present attendance at this greatest of Mohammedan institutions. The most of them were sitting on the ground and were rocking to and fro and repeating their lines over and over aloud, making perhaps less noise than we hear at one of our large



receptions. For every thirty of forty pupils was a teacher, long bearded and with huge turban, also sitting cross-legged on the floor, and when a pupil wished to recite he drew near the teacher and still weaving his body to and fro recited his lesson, and the teacher in listening often moved his body to and fro and muttered the lines in concert. And this university has a library of thousands of volumes, all of which are the Koran or grammars of the Koran. These pupils had no use for a 'forgettery,' they were packing the Koran away in their memories so that they would never forget a word.

"Somewhere between these two extremes of studying and forgetting and studying and remembering must lie the golden mean, which we must discover for the future of the William Smith College, a college where woman should gain her education by best methods and least waste of energy.

"As to our curriculum, let us ask ourselves first, what are the educational needs of women which must here be ministered unto. As a woman and from a life spent with college women may I be pardoned if I formulate some of the things which seem necessary to the development of any woman whatever her walk in life, whether she be the mother of a family, an educator, or a professional woman.

"(1) Her spiritual training should be broad and progressive, for though in the past many a woman through the heart's alchemy has transmuted a cast iron theology into the gold of a beautiful life, yet history gives us too many examples of the evil wrought by good women with a narrow spiritual outlook. Too much has woman's spiritual life been emotional, and it would surprise many a woman to be told that spiritual life is not just feelings nor is it just convictions. It is a force and should be

made an intelligent force. It was for this that our honored Founder wishes a thorough training in psychology to be made the knowledge basis for the spiritual training in the William Smith College.

“(2) Her character should be built high with integrity and yet on the broad foundations of sympathy and understanding of her fellow beings. It is a platitude that character building should be a part of College life; it is always a part of college life, but teachers have perhaps less to do with it than the fellow pupils. In this new college of ours may we not hope that the college home, the close relations of the women in it may be such in this respect as to supplement the teacher’s influence and the college course.

“(3) She should be fitted to be a social factor in the life about her. I do not mean by this that she should be merely what we are pleased to term a society woman; she should know how, for the woman who does not know how to meet the world with pleasing manners is sadly handicapped. I am glad to have the William Smith College co-ordinate with Hobart for social reasons, for I believe that a fair amount of social gaiety during a college course is the proper part of a girl’s development. I know it has been a great help to our Cornell women, and right here I should like to make a statement concerning the social life of the women of Cornell. I have been as student and as Faculty member for thirty-four years closely connected with the women of Cornell, and I think that any one who knows me will also say that I have been as widely in touch with Cornell men of all classes. You doubtless have heard many of the rumors that there are a certain class of young men who always have been opposed to co-education, and they are the ones who give their opinion to the

world, especially when they are freshmen and sophomores. But the large number of the men who are with us take it as a matter of course that the girls are there and do not give the matter much thought. I should say a fair proportion of the student body, those who have been educated in our high schools, look with favor upon the presence of the young women. In any case our women have plenty of pleasant social life, all rumors to the contrary. The last time I was present during a calling evening at Sage College there were more men present than women. Our young women learn to be charming hostesses; their college experience gives them greater social resources. But not only should the woman be fitted to meet society pleasantly, she should also be given the power to vivify her social surroundings. Her human interests must be alert and sympathetic, and from her nature must be eliminated jealousy and pettiness which, are perhaps the chief feminine vices; and for the elimination of these there is just one surest method, and that is to give women broad interests and plenty of healthful intellectual activity. These so-called vices are, I am convinced, not so inherent in the feminine character as they are the result of narrow thinking, of limited intellectual life and consequent ingrowing egotism.

“(4) As a corollary to character building and to social power is the next great need in woman's education, and that is a wide and thorough intellectual training along the lines of her chief interests. And she should specialize in some subject until she masters it, and should gain only the subject matter as a store of riches for future need, but she should have the mental equipment to enable her to add to it. The subject she chooses is not important so long as it is to her interesting. It may be

the classics or modern literature, philosophy, mathematics, science, art, or music. I care not what it is so long as it is some line of intellectual activity in which her interest is so strong that it shall, in the future, keep her from that other not wholly feminine failing dilettanteism. Scattering her forces and wasting her time dabbling in many things has been not so much woman's fault as the fault of her education and circumstances. But if she gains a keen interest in some study during her college course, it will remain to her what any woman or man needs, and the busier and harder the life the more they need it, i. e., an absorbingly interesting avocation; something that lifts one completely out of the hard and fast grooves of every day duties and sets the mind, the spirit and even the tired body free so that when they return to the routine they are not only refreshed but energized. And, above all others, the woman who is the wife, the mother and the home-keeper needs such a resource to keep her spirits refreshed and her thoughts from becoming morbid. The sanest woman I know, and men too for that matter, are kept sane and rested and active because of this interest in some subject which brings riches from afar into the necessarily monotonous grind of daily duties. It is as the shadow of a rock in a weary land. There are some who criticize the feminine energy put into bridge whist these recent years; but this has always seemed to me another evidence of woman's need for an interest outside the routine. Her college training should give woman such a wide vision of things worth while to do that she need not necessarily be forced into gaming because of this inner need.

“(5) A part of woman's college training should fit her for making a home what it should be. Whether she

marries or not this need remains; a woman needs a home by nature even more than a man. Today all over our country teachers and the women who are working in professions or otherwise are uniting, three or four together and making homes. No woman is competent for life unless she is trained for home-making. Thorough courses in domestic science and all the attendant home-making subjects are the chief factors of this part of woman's preparation, and yet they are by no means all. Everything she gains in her whole college course must necessarily go to make her more competent and so develop her tastes and individuality that as you enter her home you feel her presence and her personality permeating everything to make the place more home-like.

"(6) A college education should also teach women how to care for and educate children. Whether they are her own children or those of other people, if she is a true woman she will find her own important place in influencing the young life about her. She will meet life better if she has a sympathetic and healthful attitude toward the children of the world. One thing our colleges and universities of today have done is to make the mother capable of sharing the intellectual life of her children; not as a dominating force, but as an intellectual companion. I know of no more beautiful relationship than I have witnessed in many instances where the boy struggling with his high school studies turns naturally and inevitably to his mother for help and sympathy; it gives her another strong hold upon her son at a period when her companionship counts for most. But in addition to this which follows naturally from a college training, there should be in every woman's college a course in education and in psychology and child study that shall give the girl

a scientific as well as a sympathetic basis for her future relation to the young.

"Last, but not least, she should know how to preserve her health and energy. She should have scientific physical culture, a knowledge of hygiene and a rational theory of physical life. But physical culture is not all there is to a truly healthful life; the spiritual outlook has as much to do with health as does physical training and the two react upon each other. Woman's entire college experience should come to her aid and give her food for thought and a broad culture which will make her world so wide that she cannot rationally feel that she is the center of it, the pivot on which it whirls, a state of mind never conducive to health. On the contrary, she will find it such an interesting world that she will rejoice that she is even an infinitesimal part of it; and the person who is at heart optimistic and full of faith and who has plenty of mental and physical occupation is never sick through mental invitation. Even the ubiquitous microbes seem to avoid such ones; the diseased microbes cannot withstand sunshine and perhaps mental sunshine is as potent as solar light.

"It is not too much for us to hope that the William Smith College will do all of these things for women and more; because if it does these things it must do more. It will develop and build the woman within herself so that whatever her environment, whether her feet tread marble halls or follow the paths of the lowly, whether she lives in the retirement of a home or goes out to work for the world she shall be equal to the tasks which come to her hand. Such strength as this, such power to look frankly and cheerfully and understandingly on whatever fate may bring can only come from a strength and sweetness



builded within. College education cannot do all of it; thank Heaven there are women now and in the past who have attained this height without this help; otherwise, the world would not have been gladdened by their presence. But the right college education can bring many up to this standard who could not attain it otherwise.

"That the William Smith College may thus train the women of the future we have the faith to believe, but it will not do it by being another boy's college for girls, nor by following slavishly, lines of education laid down by other women's colleges. It must somehow take the individual and develop her as she needs to be developed, to prune her as she needs pruning, at the same time not coddle her individuality which is the most fatal mistake of all. She should find simply in this college, opportunity to develop all her latent powers of the right sort, so that when she goes out she and we shall feel that her growth has been so sane and normal and vigorous that we shall be serenely glad to give her to the world and the world to her; then shall both the women and the world call blessed this William Smith College, and then only shall we have fulfilled the ideals of our honored Founder.

#### DR. DOWNING'S ADDRESS

Dr. A. S. Downing of the Education Department of the State of New York was the next speaker, and was introduced as follows:

"The opening of William Smith College is an event which is welcomed by the Educational Department of the State. I am glad to announce that this department is represented here this afternoon, and by one who has been long associated with educational interests and who has



but lately been appointed First Assistant Commissioner of Education of the State of New York. I have the honor of introducing the Hon. Augustus S. Downing, LL.D."

Dr. Downing spoke briefly of the interest which the Educational Department felt in the new College, wishing the enterprise success and prosperity and promised the assistance of the department in any way possible.

#### DEAN TURK'S ADDRESS

The last speaker was Dean Milton Haight Turk, Ph.D., who was introduced by Dr. Stewardson, as follows:

"There is upon the platform this afternoon a member of the Faculty of Hobart College, to whom Mr. William Smith and all who are connected with the new institution owe a debt of gratitude. By knowledge of academic affairs and mastery of their details, by tact and patience and ability, he has qualified himself for the new and arduous duties he has undertaken. Much of the good work already accomplished is due to his wise judgment and painstaking labors and it therefore affords me a peculiar pleasure in presenting to you my valued colleague the Dean of William Smith College, Dr. Milton Haight Turk."

Dean Turk spoke as follows:

*Mr. President:*

"Your Faculty is mindful of the importance, the seriousness of this occasion. Long years of service have led some of us to this day, and we feel deeply its significance. It is not alone that such events as this dignify our quiet lives. We see before us new problems, new interests, new opportunities. We cannot but share the inspiration of this hour of beginning, and the confidence

born of new enterprise—that extreme blessing of man’s lot—is ours today, as it has, we trust, through these past months been yours. For the larger work which we have now to do we pledge you, Sir, an equal loyalty and an undiminished zeal.

“Among our own people, whose ancestors saw a college open its doors here so many years ago, and through the wise generosity of our fellow townsman, we are happily gathered to inaugurate this new undertaking. In a very real sense, however, in a very deep sense, we cannot open a college today. This college for women will open itself, the soul and life of it—only as the hearts and lives of men and women are poured into it from day to day. After all, personality is the great privilege and power of institutions as it is of men, and personality comes to them, as it comes to all of us, with the human years.

“Yet we need not be denied our day of untrammelled hopes. We believe that this college, enduring long after we are forgotten, will watch, as others her sisters have watched, the solution of destinies—fearless of her own fate, seeing that her sole object is the people’s good. It may be trite, but it can never be idle, to reflect upon the young life that shall pass through her doors. We were all of that goodly company once. Some of us have lived since; we all lived then. And it may be not the least of the functions of education so to inform the spirits and enlarge the lives of men and women as to prolong youth beyond its allotted years. We trust at least that such may be the fruits of this new endeavor; more to do, more to think of, more to care for, some help thereby toward the hard lessons of sympathy and charity—to judge gently and despise nothing human—the blessing of a broader and a brighter and a sweeter life.

“And, finally, I would desire my students to remember this. Nothing that I can say here can avail with the least that each one of us may do here. We that live in this college must remember that we have also to live for it. We have to earn not merely to receive its future at God’s hands. The excitement and the elation of this hour recede: we turn to the years of duty and opportunity that await us.”

### BLACKWELL HOUSE

On the evening of the same day, Elizabeth Blackwell House, the women’s dormitory, was opened with a reception given by President and Mrs. Stewardson. This was largely attended by guests from Geneva and those who had come from other places to attend the exercises of the day. It is said to have been the largest reception ever held in Geneva.

## CHANGES IN THE FACULTY

As has been stated previously three new professorships are made possible upon the William Smith Foundation and these are filled this fall for the first time.

Professor Elon Howard Eaton, A.B., 1890, A.M., 1893, Rochester University, fills the chair of Biology. He has taught in Canandaigua and Rochester and done post-graduate work at Columbia University and at the Marine Laboratory at Wood's Holl.

Professor James M. Williams, A.B., 1898, Brown, B.D., 1901, Union Theological Seminary, Ph.D., Columbia, 1906, has been appointed Assistant Professor of Economics and Sociology. For four years he was engaged in research work in various parts of the country under the direction of Columbia University. He was professor of Economics in the New York College of Liberal Arts in 1906-7 and lecturer at Vassar College, 1907-8.

Professor Foster P. Boswell, A.B., Hobart 1901, A.M., 1902, Ph.D., 1904, Harvard, is assistant professor of Psychology and Mathematics. He was assistant in Philosophy at Harvard University, 1903-04, and assistant in Psychology at the University of Wisconsin, 1904-05. He studied at Berlin, Leipzig and Freiburg in 1905-06 and was Voluntary Assistant in Physiology at Berlin. He was assistant in Psychology at the University of Missouri during the year 1907-08, and has published a number of papers in German and American Psychological periodicals.

Mr. Stoddard Stevens More, A.B., 1908, University of Michigan, has been appointed instructor in Modern

languages, a new position made necessary by the work in William Smith College. Mr. Ernest W. Dean, A.B., 1908 Clark College, comes as instructor in Chemistry to fill the vacancy due to the resignation of Mr. Stokes.

The following appointments are exclusively for William Smith College: Mrs. Katherine M. Hussey of Northampton, Massachusetts, as Mistress of Blackwell House, and William Irving Lyon, Esq., of Rochester, as Head of the Department of Music.



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